# **Grade 3 ELA CCGPS Frameworks - Unit 1**

## Theme: Building Friendship Through Tolerance

## Grade Level: 3rd Grade

## Overview of the unit

This unit is provided as a sample of lessons and available resources. It is your responsibility to investigate the resources listed here to determine the purpose, text complexity, and appropriateness according to your district. GaDOE does not endorse or recommend the purchase or use of any particular resource. This unit is text/theme neutral. Therefore, lessons are standards based rather than text or theme focused. Suggested texts, themes, and mini-lessons are provided but not required. Each lesson contains activities sequenced as a gradual release towards independence of the standards in the following order: teacher modeling, group practice, independent practice, and assessment. Lessons are grouped in this unit according to genre. Lessons are not intended to be taught in isolation (Reading and ELA). Teachers who are departmentalized will want to collaborate to ensure that they are using common literature and assessments that integrate Science and Social Studies standards. Teachers who are self-contained should understand that the lessons can be combined into a reading/language arts block.

In this unit, students will answer text based questions and locate information in both narrative and informational texts. However, the unit focus is on narrative writing, which incorporates the theme of “Building Friendship Through Tolerance”. This works well with the suggested extended texts, and the social studies frameworks specifically incorporating Paul Revere, Susan B. Anthony, and Frederick Douglass.

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| **Lesson 1** Reading Strategies  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3RI4: Determine the meaning of genre.  **Learning Targets**   * I CAN answer questions about a literary test using explicit references to support my answer. * I CAN determine the meaning of general academic and domain-specific words and phrases.   **Instruction**   * Introduce the reading block procedures. Begin “Reader’s Notebook” or “Reader’s Response Journal” allowing for whole-class, small-group, and individual examples and activities. * To encourage vocabulary development and meaningful real life connections, incorporate social studies and science texts in literacy instruction, centers, and/or activities when appropriate. * Model using details and examples from a text to allow students opportunity to independently write their understanding of vocabulary, comprehension of story elements and/or information. The key is to refer explicitly to the text, as the basis for the answers. * Sample templates, response prompts, graphic organizers are located in the resource section at the end of this unit.   **Lesson 2**  Narrative Journal  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN compose a narrative piece with well sequenced events, effective technique and descriptive details.   **Instruction**   * Teacher introduces the concept of a perspective journal. Students can use their notebooks or create one. While reading a text (e.g. *Because of Winn Dixie* and *Susan B. Anthony*), the students may begin a journal from the point of view of a character in the book. * Students imagine that they are a character from a text. Have them record their activities, feelings, and experiences in their journals. If students feel comfortable, ask them to share their journals with the class. In what ways are their experiences like and unlike the character’s experiences? * The teacher has freedom to adjust this assignment as needed. For example, the teacher could assign a certain character’s perspective to write from daily. Focus could also be placed on specific parts of speech.   **Lesson 3** Compare/Contrast  **Standard**  ELACC3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).    **Learning Target**   * I CAN compare and contrast similar characters, themes, settings, and plots of stories.   **Instruction**  Gather a variety of mentor texts on the same topic and blend of informational and literary texts for students to read. Topics might include social studies and science standards. Sources should include print and electronic versions.   * Provide a graphic organizer for students to use to record their readings and the themes, story elements, explicit and implicit facts and details. * Students may use information gathered to create a reader’s theatre. * Model a reader’s theatre. Review the structural elements of drama (cast of characters, settings, descriptions, dialogue, stage directions). Focus can also be placed on grammar. * If working in groups, groups should have enough characters for each child to be in the play. They should plan and perform the play for their class. * Sample graphic organizers and resources located in Gr. 3 Resource I. * The following link provides a comprehensive reading instructional plan for teaching compare/contrast between two informational texts: <http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_3CCCTITT.pdf>   **Lesson 4** Project Assignment  **Standards**  ELACC3W2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.  **Learning Target**   * I CAN write an informational piece on a topic.   **Instruction**   * Create your own or modify the attached Think-Tac-Toe Assessment (see Gr. 3 Resources F). This will culminate the reading of the first anchor text. It is suggested that the Think-Tac-Toe integrate with Science or Social Studies standards if possible to utilize time management and incorporate meaningful learning. * Review the Think-Tac-Toe with students. A Think-Tac-Toe is a chart of nine activities. The lesson is differentiated for diverse learners because students choose three activities in each column. Allow students several days to research and plan for their Tic Tac Toe Presentation. * Depending upon the topic resources may be needed in class for students to research the topics.   **Lesson 5**  Author’s Purpose  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **Learning Target**   * I CAN find evidence within a literary text to support an answer.   **Instruction**   * Model questions for students to determine the purpose of the text. (e.g. Describe an event in this book that helped you understand the “big idea” in the story.) * Use an activity, similar to a four corners or a sorting activity, where the students will sort writing from text examples into specific author’s purposes. Students can work in groups to determine a short summary of the author’s purpose pulling information from the text. * Students may independently use their book and write a summary of why the authors wrote the particular novel and share with peers. * Students could write a short script pretending to interview the author of a text and ask them their reasons for writing the book in the way that they did. This may require some research on the text.     **Lesson 6** Central Message (Main Idea)  **Standards**  ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  ELACC3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  ELACC3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.  **Learning Targets**   * I can retell a story and include the central message and support it with details. * I can compare and contrast how two informational texts on the same topic present the key details.   **Instruction**   * Model with several short texts (e.g. fables) or paragraphs to discuss and determine the main idea, lesson, or moral of the text and providing textual evidence. * Using expository or narrative texts and allow students to become aware of the purposes for section headings and create alternative headings for a text. * Students may use their text and write short summaries about the main idea of each paragraph and create a small book or collage to model the main idea.   **Lesson 7** Cause/Effect  **Standards**  ELACC3RL1**:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers**.**  ELACC3RI3**:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  ELACC3RI4**:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN make connections between historical events, scientific ideas/concepts, or steps in a technical procedure. * I CAN describe the relationship between scientific ideas and use language that pertains to cause and effect.   **Instruction**   * Model Cause and Effect with an Anchor chart or short skit showing cause and effect. * Teacher will ask direct questions about cause and effect situations within the text. * Students may represent cause and effect creating skits that will allow them to demonstrate cause and effect relationships from textual evidence. * Students may draw a cartoon demonstrating cause and effect use story plot from textual evidence. They may also write a short paragraph that explains their cartoon using textual evidence.   **Lesson 8** Context Clues  **Standard**  ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.  **Learning Target**  I CAN determine meanings of words and phrases based on how it is used in a sentence.  **Instruction**   * Model using a document camera, TV, or paper copies, a text with five or more words covered so that students have to use their context clues to determine the meaning of the words. * In groups, students can take a two inch construction strip of paper and on an index card another student will write a vocabulary word and attach it to the strip of construction paper. Students may wrap the construction paper strip around their head to play the game Headbands. Group members would be able to give three clues since the student cannot see the word on their head. * Students may use extended text to predict the meanings of unknown words and/or phrases. They may then use vocabulary graphic organizer in Gr. 3 Resources I. * The following link provides a demonstration video showing a teacher using robust vocabulary instruction: <http://www.wiki-teacher.com/resourceView.php?id=2386>   **Lesson 9** Text/Media Connection  **Standard**  ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  **Learning Target**   * I CAN determine the central message (main idea) and details of a text read aloud or information presented in different formats.   **Instruction**   * Students may be allowed to view the movie for the extended text and use a note taking strategy to investigate the differences between the extended text and the movie. Review compare and contrast using a Venn Diagram * Discuss the video then have students write an informational paragraph in their journals. * Students will create individual mock movie posters for the film and include important aspects (e.g. title, genre, catchy summary, overall main idea in a picture, actors). * Students may also create their own interpretation of the text/video in a written and then performed skit or drama. | **Lesson 1** Writing Process-Progressive Writing  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  **Learning Targets**   * I CAN answer questions about a literary text using explicit references to support my answer. * I CAN write a story that is organized according to purpose and task.   **Instruction**   * Introduce the writing process through a “Progressive Writing” activity. * Provide students with a Narrative prompt for a pre-assessment for narrative writing. (e.g. “My Summer Vacation”, “My Expectations for 3rd Grade”) * Prewriting: Give students explicit instruction on how to begin the prewrite. Clearly state teacher expectations for the prewrite stage of writing. Set the timer for 15 minutes and have students brainstorm ideas for their writing prompt on a graphic organizer, sheet of paper, or in their writing journals. * Drafting: Model the rough draft stage of writing. Set the timer for 20 minutes and have students write their rough drafts. * Revising: Model the revising stage of writing. Set the timer for 20 minutes and have students revise their drafts. * Editing: Model the editing stage of writing. Set the timer for 20 minutes and have students edit their drafts. * Publishing: Model the publishing stage of writing. Set the time for 15 minutes and have students publish their drafts.   **Lesson 2** Journaling  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3We: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN compose a narrative piece with well sequenced events, effective technique and descriptive details.   **Instruction**   * Review the procedure you would like for the students to use in their daily journal writings. * Students designate pages in their class journals for daily writings such as each chapter’s main idea and supporting details or character summary and traits. * A resource section could also be marked for Vocabulary Study - including roots and affixes, similes and metaphors, and domain-specific vocabulary. * Model how to correctly answer text dependent questions. (e.g. restate the main idea, provide textual evidence, cite evidence by using page numbers.)   **Lesson 3 Sequencing**  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN write a story that is developed with details and sequenced clearly.   **Instruction**   * Continue to provide text dependent questions for students to answer in their writing folders/journals. * Using Page 22 of the Common Core Standards, Appendix C, which contains examples of narrative student writing, cut apart an example and allow students to organize the text into the correct order. Students should be able to provide evidence from the text to support their decision: <http://222.corestandards.org/assessets/Appendix_C.pdf> * Students may create a cartoon (via computer, graphic organizer, or on paper) to demonstrate an understanding of sequencing key ideas in a story using dialogue, transition words, and sensory details. One online option to create a comic: [www.makebeliefscomix.com](http://www.makebeliefscomix.com) * Create an anchor chart with transition words and another with dialogue word tags (e.g. other words for said) that they can replicate into their writer’s notebook. * Remove the transition words from a text and then have the students write new transition words. * Select one activity where the students can edit their writing adding appropriate transition words.   **Lesson 4** Editing  **Standards**  ELACC3RL1:Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN write a story that is developed with details and sequenced clearly.   **Instruction**   * Continue to provide text dependent questions for students to answer in their writing folders/journals. They will need to include details and sequences. * Introduce an editing checklist (use or modify Gr. 3 Resources D). Discuss with students how to properly edit papers. This checklist can be used for the duration of the school year. * Provide a paragraph for students in which there are several mistakes in capitalization, spelling, punctuation, and grammar. This paragraph can be displayed on a chart, chalkboard, interactive board, or individual copies. Have students work in small groups or with partners to edit and revise the paragraph. Share with class. * Weekly editing and peer editing of text based or student created paragraphs is encouraged. Consider finding other paragraphs that integrate with science or social studies for use as the year progresses.   **Lesson 5** Point of View  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN write a story that takes a clear position on a topic and supports my point of view with supporting details.   **Instruction**   * Model using examples of point of view in texts (e.g. students’ examples, biographies, *Tale of Despereaux,* advertisements, etc.). * Provide graphic organizer for students writing either in a persuasive essay or a narrative story from their point of view or a fractured fairy tale from another character’s point of view (e.g. *The True Story of the Three Little Pigs).* * Students create a page for a class newspaper or an online blog page about their opinion of a text and the varying points of view of various characters in the text.   **Lesson 6** Sustaining a Focus  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3W2: Write informative/  explanatory texts to examine a topic and convey ideas and information clearly.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN write an informational piece explaining a topic clearly.   **Instruction**   * Model for students several short paragraphs and/or even short informational texts and allow students time to think about the details and summarize the main idea providing textual evidence. * Then provide students with another opportunity to write or draw a picture of their conception of the main idea on a piece of paper and then share with a partner. Students will come back together and then provide textual evidence for their rationale. * In order to assess the student’s ability to sustain a focus in writing, give students multiple opportunities to choose a topic or assign a topic that correlates with Social Studies and/or Science standards (e.g. 3rd grade American heroes, GA habitats). This might be a purposeful quick-write, not a complete paper. * Students may use the peer editing rubric in the Gr. 3 Resources E.   **Lesson 7** Cause and Effect Narrative  **Standards**  ELACC3RL**1:**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3Wd: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the grade 3 topic or subject area.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN make connections between cause and effect.   **Instruction**   * Model the thinking process with cause and effect and create an anchor chart with student’s ideas and pictures if desired. * Students may write a narrative using cause/effect. One possible option would be to find an example of a   *Choose Your Own Adventure* (e.g. R.A. Montgomery) or even something like *If You Give a Mouse a Cookie.*   * After reading students can write their own story or Choose Your Own Adventure story focusing on cause and effect relationships (graphic organizer in the Gr. 3 Resources C section)   **Lesson 8** Introducing Figurative Language  **Standards**  ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.  ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  **Learning Targets**   * I CAN find evidence within a literary text to support an answer. * I CAN distinguish between literal and nonliteral language. * I CAN use sentence-level context clues, affixes, common roots, glossaries, and dictionaries to determine the meaning of unknown words and phrases.   **Instruction**   * Explain to students that not every word or phrase should be taken literally. Demonstrate examples of idioms (*It’s raining cats and dogs);* similes (*He ran as fast as the wind);* and metaphors (*My life is a dream)*. Read examples from the Internet or *The Dictionary of Idioms.* Ask students to brainstorm and share any further examples. Create a class graphic organizer to use as an anchor to write examples of these types of figurative language. * Put students in small groups. Have each group of students create a list of idioms, similes, and metaphors (using the Internet and other resources). * Each student may create a poster showing two examples of each type of figurative language with the actual sentence or phrase and a picture demonstrating the idiom, simile, or metaphor. Students will share posters and add to classroom graphic organizer. * If time allows, and depending on the mastery of the students: the teacher may also choose to introduce and demonstrate examples of hyperbole ( *I’m so hungry I could eat a horse);* personification (*The fire ran wild),* and alliteration (*Three grey geese in a green field grazing).*   **Lesson 9** Vocabulary - Roots and Affixes  **Standards**  ELACC3W8: Recall information from experience or gather information from print and digital sources and sort evidence into provided categories.  ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.  ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  **Learning Targets**  I CAN recall information and gather information from print and media and sort evidence into categories.  I CAN use common spelling patterns to help me read words.  I CAN use and identify sentence-level context clues, affixes, common roots, glossaries, and dictionaries to determine the meaning of unknown words and phrases.  **Instruction**   * Model using an anchor chart with a list of words divided into three sections: Prefixes on the left, root or base words in the middle, and suffixes on the right. Possible color coding option might be Prefixes (green), Root (yellow), and Suffixes (red) to explain the start and stop of the word. Another way to help remember the placement of the parts of words is the alphabet (e.g.Prefix, Root, Suffix). * Introduce the prefixes (e.g. -un, -re, -dis); provide the meaning of each prefix; have students choral read each one several times. Practice examples of words with the prefixes and practice the word meaning with the prefix. Repeat for suffixes (e.g. -ful, -ly, -ness). * Explain to students the meanings of these basic prefixes and suffixes, and how observing affixes will help them understand how word meanings can change. * Each student may be given a list of words that will contain root words. Students are able to independently color code affixes and roots, as well as, decode the meanings of the words. |

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## Resources

## Suggested Primary text: *Because of Winn Dixie*. *(22,123 words*; Lexile 610L; Caution - the word hell is used. Discuss context on pg.115, Ch. 16.)

Other Suggested Texts:

*Charlotte’s Web (31,938 words; 680L)*

*Tale of Despereaux (*32,375 words; Lexile 670L; Note - good for point of view and this book would be a good comparison/contrast with *Because of Winn Dixie* because they are by the same author*),*

*Percy Jackson (87,223 words*; Lexile 740L; Note - good for a gifted reading selection to incorporate social studies/science standards - Greek influence; Geography- rivers, Science- soils)

Extended Texts:

Suggested topics pertaining to informational suggested:

1. Service dogs grade appropriate texts
2. Candy Making grade appropriate texts
3. *All About Chocolate*, 771-800L ( 1,194 pages)
4. *The Many Rides of Paul Revere*, 1060L
5. *Mr. Revere and I*, 1050L (told from the point of view of Revere’s horse).
6. *And Then What Happened Paul Revere*, 830L (picture video narrated by author is another option).
7. Susan B. Anthony and Frederick Douglass in relationship to social studies historical characters standards and in relationship to Ms. Franny Blocks discussion of Civil War in the book. Preview books before sharing with students.
   * *Susan B Anthony Champion of Women’s Rights* 570L
   * *The Susan B Anthony You Never Knew* 900L
   * *Narrative of the Life of Frederick Douglass*, by Frederick Douglass 460L
   * *Frederick Douglass,* Lexile varies

**Gr. 3 Resource A**

**Summative (Performance-based) Assessment**

At the end of the unit, students will be able to complete a narrative piece that meets or exceeds the third grade narrative writing standards.

A suggested prompt: Choose a main character from your text, that you might like to have as a best friend. What character traits does the character display that lead you to that decision and why?

**Optional Writing Topic Examples:**

Narrative:

* In *Because of Winn Dixie*, the author, Kate Dicamillo writes about a little girl that wants to make friends. Think of the ways that she goes about making friends. Create your own story about a character that would like something (i.e. maybe friendship) and go into detail about how they go about that.
* If you could eliminate one character from the story, whom would you choose and why? What effect would that have?

Informational:

* In *Because of Winn Dixie*, Opal has just moved to Naomi, Florida and has described her town and where places are located. She has described her new home in a way that gives you a picture in your mind of what things look like. Think about the town where you live. If you were to move to another country, how would you describe your home and town to people who had never visited the United States?
* If you were to write a follow up to this book, what part of this book would you like to research in more depth? Why?

Persuasive:

* In *Because of Winn Dixie*, Opal learns about Littmus Lozenges from Ms. Franny Block. Littmus Block created the Littmus Lozenge and built a candy business. Think about his reasons for creating this business and the success, and finally the failure of the candy factory. In economics, you will learn about when people want to buy a product it is called demand for the product. Create a product and think of facts and details that would persuade someone to buy your product.
* Write a letter to the author of the text, tell the author to change one thing about the plot if and convince the author that it needs to be changed?

Research:

* In *Because of Winn Dixie*, Ms. Franny Block mentions the Civil War time period several times. You will be learning about two historical characters, Frederick Douglass and Susan B. Anthony, who lived during that time. Using books and the internet, research about these characters and create a project that explains about them and how they were connected. Think about what these historical characters fought for. How would the lives of those in *Because of Winn Dixie* be different if they had not lived?
* Are there places in this book you would like to visit? Research one of those places and present the information that you learn about the location to the class. Remember to include

information about the history and events, important monuments and special buildings, the

best places to see, and any information about the culture that is important to the place.

**Gr. 3 Resources B**

**RTI Strategies**

**Writing/Oral Strategies**

* Look at a photograph and illustration and give an oral description
* Use a scribe to record a language experience dictated by a student
* Associate written words what displayed picture symbols
* Begin a story with an oral sentence. A student adds another sentence to story. This process continues back and forth until the teacher chooses to bring closure to the story.
* Instruct students to point to an object in the room, name the object, and give an oral description of the object.
* Display pictures with the words written below. Have students orally form a sentence using the pictures.
* Use a story web organizer (i.e., who, where, when, problem, solution) to assist students in brainstorming a narrative story. Students use the completed web as a guide to tell the story aloud.

**Reading Comprehension Strategies**

* Access prior knowledge by discussing a book or selection before reading.
* Guide students to make real-life connections with reading materials.
* Have students read passage questions prior to reading the passage.
* Construct a mini book to retell a story.
* Create a character map to describe the main character in the story.
* Compare characters in a story or two versions of the same story using a Venn Diagram.
* Retell a story by acting it out.
* Ask students to write short summaries after reading a selection or passage.
* Use advanced, graphic, and semantic organizers as aides.
* Teach students to create mental images as they read. The teacher models “thinking out loud” as a story is read orally. Students read a passage and discuss the mental images they created.
* Use graphic organizers to develop visual connections for comprehension skills.
* Instruct students to read the first sentence of a selection. Teacher models how to ask question about the sentence to build meaning. Continue the process, sentence by sentence, with students asking questions.

**Extension Strategies:**

* Write a persuasive speech
* Work on an independent research projects
* Create role play
* Prepare for a debate
* Create a journal
* Create new game on standards
* Design and implement a survey
* Create a story or a book
* Create a song
* Create guided inquiry
* Create a graph

**Openings:**

* Anchor Chart
* Hot Seat
* Model Strategy
* Number Talks
* Power Point
* Scaffolding
* Song
* Story
* Survey
* Video Clip

**Closings:**

* Answer Essential Question
* Respond to Essential Question
* Parking Lots
* Respond to Journal Entry
* Review Questions
* Ticket out the door.

**Gr. 3 Resources C**

**Resources Website**:

Collective Common Core unwrapped standards and lessons from Las Vegas school system. Requires a free account. <http://www.wiki-teacher.com>

Learn Zillion provides access to short structured videos and powerpoints that are correlated to the Common Core Standards Math and ELA. You can create a free account. [www.learnzillion.com](http://www.learnzillion.com)

YouTube/teacher, Brainpop, and United Streaming might provide subject content resources and videos.

Georgia DOE 3rd Grade Writing Rubric: <http://archives.gadoe.org/DMGetDocument.aspx/Grade%203%20Writing%20Rubrics%20Update%202008.pdf?p=6CC6799F8C1371F6FD7ABD275C4961D2FC8357214A665620DADA52AC6501415E&Type=D>

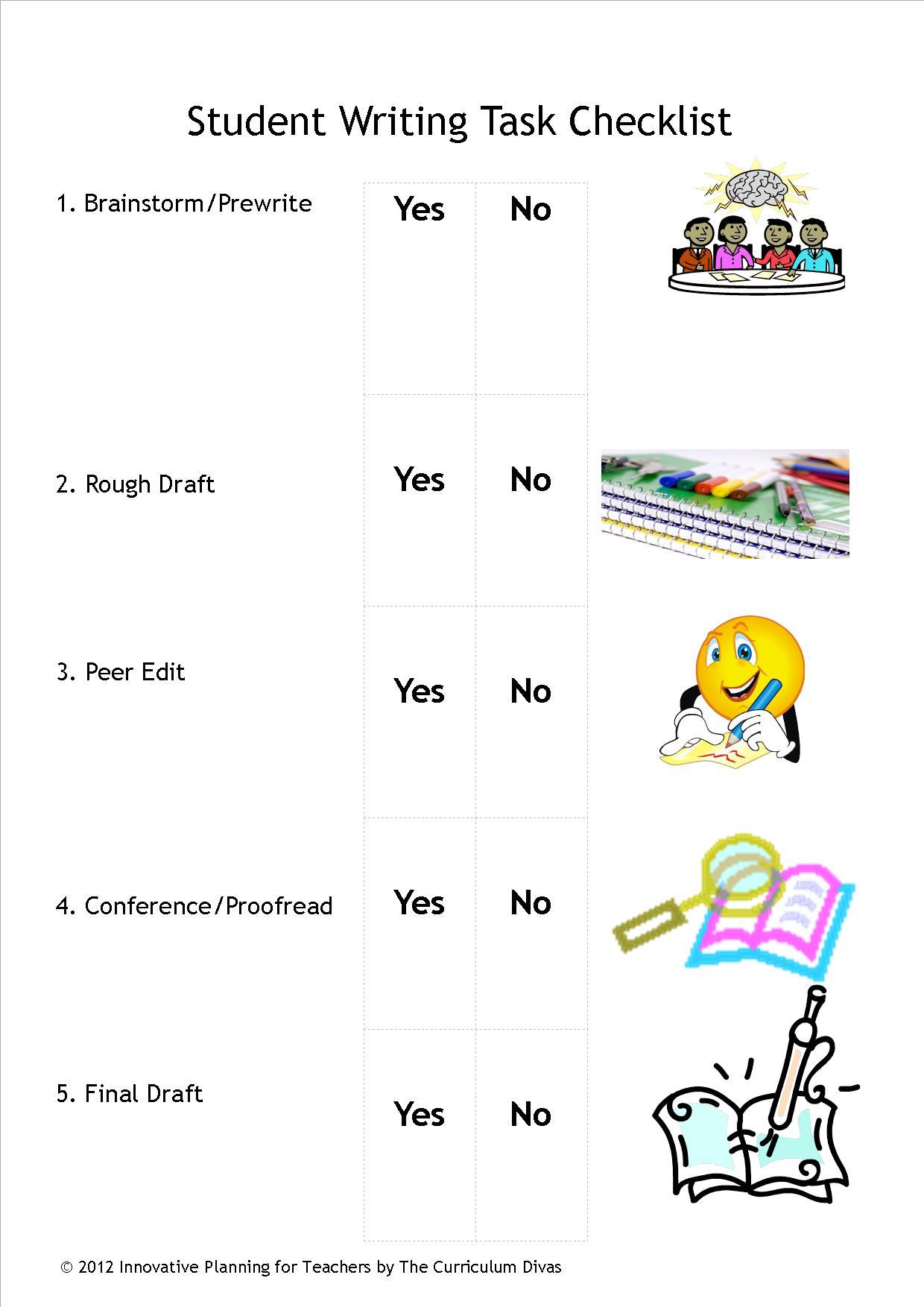
PARCC 3rd Grade Writing Rubric Draft: <http://www.parcconline.org/sites/parcc/files/Grade%203%20ELA%20Expanded%20%20Rubric%20FOR%20ANALYTIC%20AND%20NARRATIVE%20WRITING_0.pdf>

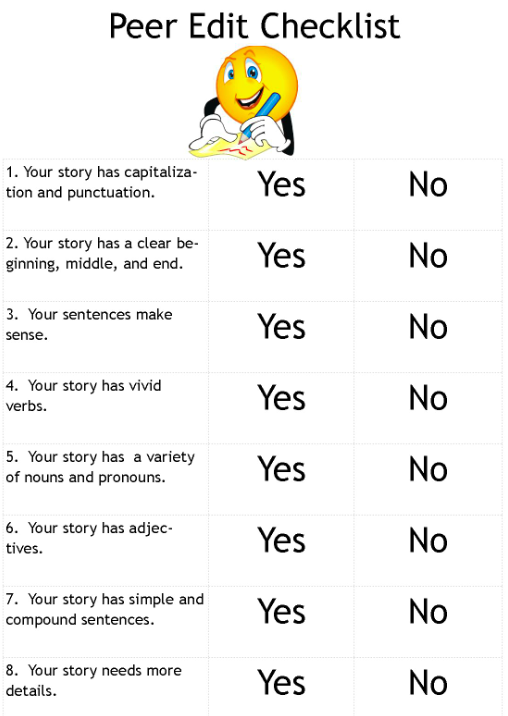
Shutter Fold Graphic Organizer - <http://www.commonsensepress.com/GSA-sample_lesson/body/graphic_organizers.pdf>

Friendly Letter Rubric - [www.studyzone.org/testprep/ela4/g/friendlyletterrubric.cfm](http://www.studyzone.org/testprep/ela4/g/friendlyletterrubric.cfm)

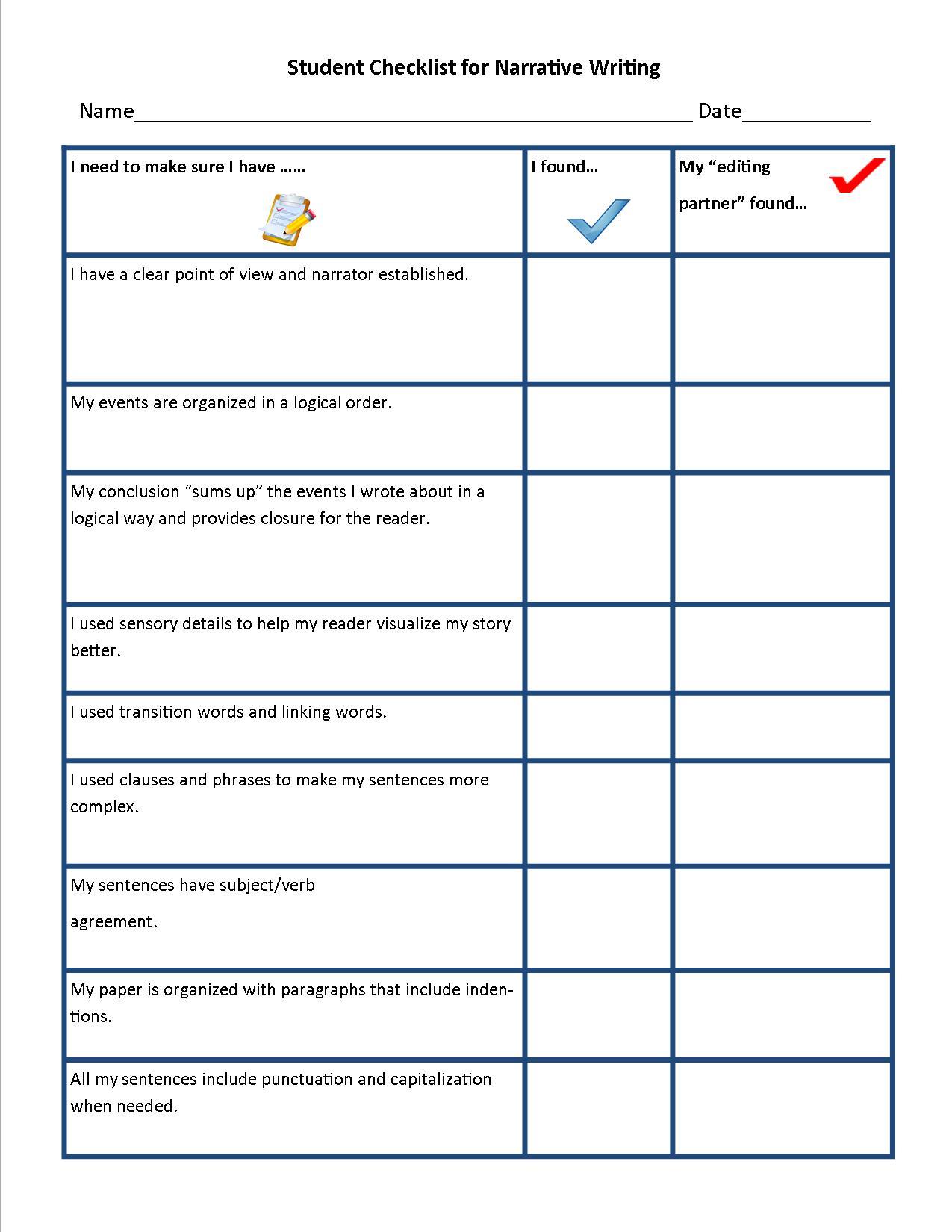
Choose Your Own Adventure Graphic Organizer - <http://www.readwritethink.org/files/resources/lesson_images/lesson128/Graphic_organizer.pdf>

**Gr. 3 Resource D**





**Gr. 3 Resource E**



**Gr. 3 Resource F**

Narrative Think-Tac-Toe

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| --- | --- | --- |
| 30 Points  Character | 30 Points Setting | 30 Points Theme |
| Your character is the most interesting one in the strip. Persuade everyone to believe this. Give or tape a persuasive speech. | Illustrate the setting of your poem. Use color (markers, pencils) and give your picture a title that is connected to the poem but not the title of the poem | Find out about famous people in history or current events whose experiences and lives reflect the essential themes of this novel. Show us what you’ve learned. |
| Create a pair of collages that compares you and a character in the book. Compare and contrast physical and personality traits. Label your collages so viewers understand your thinking. | Make 2 timelines. The first should illustrate and describe a least 6-8 shifts in settings in the book. The second should explain and illustrate how the mood changes with the change in setting. | Create a multi-media presentation that fully explores a key theme from the novel. Use at least 3 media (for example, painting, music, poetry, photography, drama, sculpture, calligraphy, etc.) in your exploration. |
| A character in the book is being written up in the paper 20 years after the novel ends. Write the piece. Where has life taken him/her? Why? Now, do the same for yourself 20 years from now. Make sure both pieces are interesting feature articles. | Research a town/place you feel is equivalent to the one in which the novel is set. Use maps, sketches, population and other demographic data to help you make comparisons and contrasts. | Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book’s meaning. |

Directions: Choose 1 box from each column. Complete the activities in the three boxes. Presentations will be made in class on \_\_\_\_\_.

**I choose activities # \_\_\_\_\_, # \_\_\_\_\_, #\_\_\_\_\_.**

**Gr 3 Resource G**

Social Studies Historical CharactersTic-Tac-Toe

|  |  |  |
| --- | --- | --- |
| 20 Points | 30 points | 50 Points |

|  |  |  |
| --- | --- | --- |
| 1. Make **Trading Cards** of the historical characters. On a 3 X 5 index card write at least 4 facts on one side. Then on the opposite draw a picture or print a picture of the leader and paste to the index card. Include a paragraph explaining how the leadership of this individual changed the North and South.  *(Visual/Spatial)* | 2. Create a **multi-media** presentation that fully explores one of the characters. Use at least 3 media (for example, painting, music, poetry, photography, drama, sculpture, calligraphy, etc.) in your exploration. It might help to put it into a powerpoint presentation.  *(Visual/Spatial/Musical)* | 3.**Dramatize** a scene about one of the characters. If desired, use props and costumes. Be sure to include dialogue.  *(Verbal/Linguistic)* |
| 4. Create a **map** of all three of the characters’ cities. Include as much detail as possible. Incorporate a legend and symbols.  *(Visual/Spatial)* | 5. Create a **board game** that has questions about all of the characters. Be sure to include all important information. .(*Bodily/Kinesthetic)* | 6. **Research** a historical character. Write out an essay. Give an **oral presentation** of your findings. Include location, events in history that they lived through, their daily lives, what they fought for in life, etc.  *(Verbal/Linguistic)* |
| 7. Create a pair of **collages** that compares you and one of the characters. Compare and contrast physical and personality traits. Label your collages so viewers understand your thinking.  *(Visual/Spatial)* | 8. Make a **time line** showing the progression of events in all of the characters’ lives.  *(Logical/Mathematical)* | 9. Write a funny **newspaper article** about two of the characters. What was their impact on the World? Why?  *(Verbal/Linguistic)* |

Directions: Choose 1 box from each column. Complete the activities in the three boxes. Presentations will be made in class on \_\_\_\_\_.

**I choose activities # \_\_\_\_\_, # \_\_\_\_\_, #\_\_\_\_\_.**

**Gr. 3** **Resource H**

**ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **Does Not Meet** | **Meets Standard** | **Exceeds Standard** | **Points/**  **Comments** |
| **a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.** | No evidence of focus or purpose; characters are named only  Point Range  0-12 | Generally consistent focus; some evidence of a purpose and point of view; characters are  somewhat developed;  Point Range  0-19 | Sustained focus on narrative purpose; characters well developed  Point Range  0-25 |  |
| **b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.** | No dialogue evident; language is simple, repetitive, or imprecise; little or no interesting language.  Point Range  0-12 | Dialogue used with some errors. A mixture of simple, ordinary and interesting language (e.g. descriptive language, sensory details, strong verbs)  Point Range  0-19 | Dialogue used with minimal errors. Sustained use of interesting language (e.g. descriptive language, sensory details, and strong verbs)  Point Range  0-25 |  |
| **c. Use temporal words and phrases to signal event order.** | Little or no evidence of transition  Point Range  0-12 | 3-4 transition words  Point Range  0-19 | 5+ transition words  Point Range  0-25 |  |
| **d. Provide a sense of closure.** | No closure evident  Point Range  0-12 | Closure evident  Point Range  0-19 | Clear, strong closure    Point Range  0-25 |  |
| Total Points | 0-48 | 49-76 | 77-100 | /100 |

**Gr. 3 Resource I**